

Jamestown Arts Center
Gussner Elementary 4th Grade
Creative Writing, Book Making

Schools and Artists as Learning Teams
SALT
Ongoing Assessment and Final Reflection
2007-2008

NEED

To improve student problem solving abilities through increased awareness of the importance of writing and book making as life long activities and their use as problem solving vehicles.

ENDURING UNDERSTANDING

Creative Writing frees each students unique voice.

Creative Writing and Book Making solve problems through character development and book design that teach life long skills to the students.

Bookmaking will be used to reinforce math concepts and teach new math concepts and skills. Students will be asked to use knowledge they already have. They will need to be persistent in seeking quality work of which they can be proud.

ESSENTIAL QUESTIONS

What problem does your character face?

What does your character want more than anything?

Does the structure and design of my book show that I have done my best work and strived to have a quality outcome?

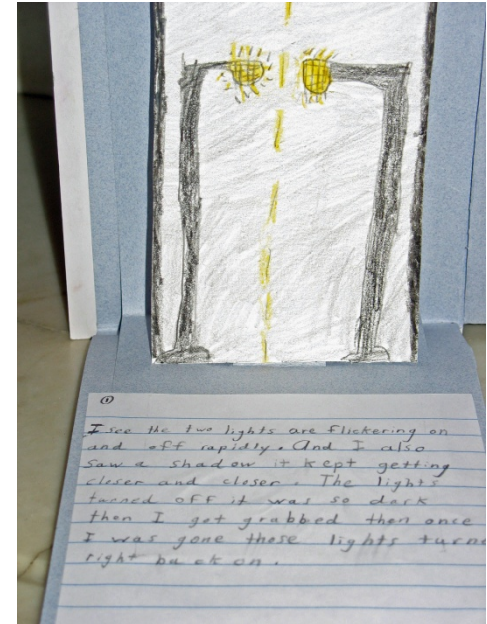
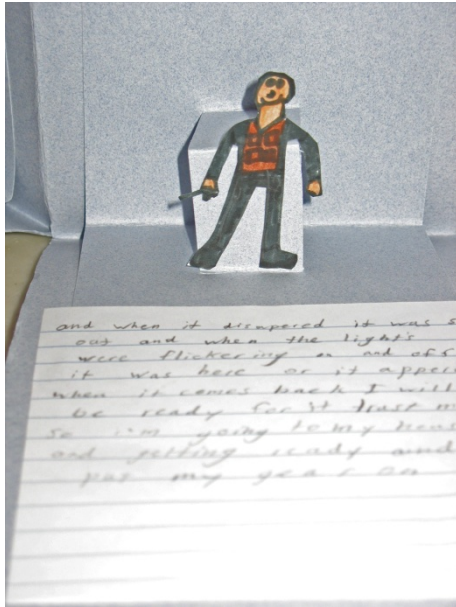
Are students capable of following directions, using knowledge of math problems and design principles to create a book that reflects their story?

ACTIVITIES



Character Books

ACTIVITIES



Setting Books

Evidence of Understanding



Hardcover Books

Evidence of Understanding



Students Proudly Stand by Their Books at Year End Event at Gussner. Parents and Friends Attended.

Evidence of Understanding

Tricia G. 4th Grade Teacher

Students were engaged in the writing and bookmaking processes.

Marlene L. 4th Grade Teacher

Students were proud of the stories and books they had made. They were excited to share them with their peers.

Evidence of Understanding

Bill K. Artist - Creative Writing

The kids asked questions such as “Where is the yearning? Where is the conflict?”

Bonnie T. Artist – Book Making

Students have knowledge of tools and materials and use that knowledge. Students assisted each other in figuring out “the next step” while designing and construction their books. They notice details they have overlooked in the past. They also expressed pride and pleasure with their completed books. They notice details.

Reflective Questions based on the work

- **As a result of examining the student work, what do you know now?**
- Students need instructions in verbal and visual forms.
- Students need time to do more in-depth work. When they work at that level, the outcome is more personal.
- Tangible items forged engagement: Propeller, Ice Dragon.
- **What patterns or trends are you seeing?**
- Much more confidence in each students ability to write.
- Brought in their own books for book identification process. Those who struggle academically are feeling successful at writing and bookmaking.
- Students are showing confidence in bookmaking techniques, are understanding that one step has to come before the other and that a series of well done techniques leads to a finished product that they can be proud of.
- **What is the evidence that students are learning?**
- Sharing uses elements of the instruction to give positive reinforcement.
- They help each other solve story problems.
- Some of the hardest to reach kids are writing and enjoying the teachers writings.
- Students are following instructions and seeking solutions to problems in assembly of their books.;

Reflective Questions based on the work

- **What identifies the gap between what we want students to know and what we see in the work?**
- We want the students to have further mastery of the creative writing process and the skills necessary to create books that reflect their story and their sense of design.
- How do we incorporate more reflective time and self evaluation time for students?
- How do we include more Artist's Habits of Mind?

What will we do next?

- Start in September
- One Book
- Complete stories first
- Teachers take more of a lead when appropriate.
- 12 sessions for each art form.
- Artists together in first class, Tuesday, September 9, 2008. Writing Outline available.

SOURCES

- Arts and School as Partners (ASAP) is part of the Perpich Center's Minnesota Arts Education Network. This initiative is funded by the McKnight Foundation and state funds appropriated by the Minnesota Legislature.
- Schools and Artists as Learning Teams (SALT) is a grant program of the North Dakota Council on the Arts (NDCA). NDCA is a service and program agency of the state, established in 1967 by the State Legislature to develop the arts and to promote and support the arts in North Dakota. Grant funds are made available by the National endowment for the Arts and appropriations from the state of North Dakota.
- All students and adults included in the photographs of this slideshow presentation have signed permission slips, which have been submitted in paper form to the ASAP office and are on file at the school office.